

BYRD ELEMENTARY

1 Willis Circle
Graniteville, South Carolina 29829

GRADES K-5 Elementary School

ENROLLMENT 458 Students

PRINCIPAL Rosie Berry 803-663-4320

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	44	45	3	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes

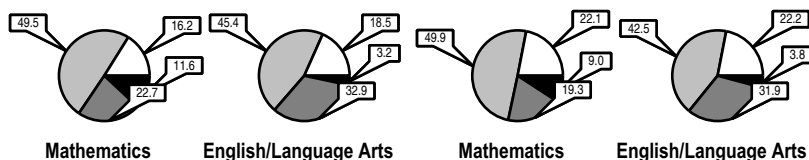
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	241	99.2	17.8	45.8	33.2	3.3	49.1	Yes	Yes
Gender									
Male	121	100.0	20.7	47.7	28.8	2.7	42.3		
Female	120	98.3	14.6	43.7	37.9	3.9	56.3		
Racial/Ethnic Group									
White	166	99.4	13.6	41.5	40.1	4.8	56.5	Yes	Yes
African-American	63	100.0	25.0	57.1	17.9	0.0	32.1	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	90.0	22.2	55.6	22.2	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	213	99.5	15.9	46.6	33.9	3.7	50.3		
Disabled	28	96.4	32.0	40.0	28.0	0.0	40.0	I/S	I/S
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	238	99.2	18.0	45.0	33.6	3.3	49.8		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	236	99.6	17.6	45.2	33.8	3.3	50.0		
Socio-Economic Status									
Subsidized meals	147	98.6	24.8	47.2	28.0	0.0	40.0	Yes	Yes
Full-pay meals	94	100.0	7.9	43.8	40.4	7.9	61.8		

Mathematics - State Performance Objective = 15.5%									
All Students	241	99.6	15.8	49.8	22.8	11.6	53.0	Yes	Yes
Gender									
Male	121	100.0	11.7	55.0	21.6	11.7	49.5		
Female	120	99.2	20.2	44.2	24.0	11.5	56.7		
Racial/Ethnic Group									
White	166	99.4	12.2	45.6	26.5	15.6	60.5	Yes	Yes
African-American	63	100.0	21.4	64.3	12.5	1.8	37.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	30.0	30.0	30.0	10.0	40.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	213	100.0	15.3	47.4	24.7	12.6	54.2		
Disabled	28	96.4	20.0	68.0	8.0	4.0	44.0	I/S	I/S
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	238	99.6	15.6	49.5	23.1	11.8	53.8		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	236	99.6	14.8	50.0	23.3	11.9	54.3		
Socio-Economic Status									
Subsidized meals	147	99.3	21.4	53.2	22.2	3.2	44.4	Yes	Yes
Full-pay meals	94	100.0	7.9	44.9	23.6	23.6	65.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	91	98.9	15.0	37.5	46.3	1.3	47.5
	Grade 4	75	100.0	26.5	42.6	30.9	N/A	30.9
	Grade 5	86	100.0	32.5	53.8	12.5	1.3	13.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	85	98.8	8.8	28.8	55.0	7.5	62.5
	Grade 4	83	98.8	21.5	46.8	29.1	2.5	31.6
	Grade 5	73	100.0	27.7	63.1	9.2	N/A	9.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	91	100.0	9.9	64.2	17.3	8.6	25.9
	Grade 4	75	100.0	5.9	54.4	27.9	11.8	39.7
	Grade 5	86	100.0	32.5	52.5	15.0	N/A	15.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	85	100.0	11.1	53.1	23.5	12.3	35.8
	Grade 4	83	98.8	22.8	45.6	19.0	12.7	31.6
	Grade 5	73	100.0	20.0	44.6	26.2	9.2	35.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 458)				
First graders who attended full-day kindergarten	88.3%	N/C	100.0%	100.0%
Retention rate	4.5%	Up from 3.0%	2.9%	2.7%
Attendance rate	96.2%	Up from 95.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.5%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.5%		3.6%	3.5%
Eligible for gifted and talented	24.7%	Up from 21.5%	12.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.5%	Down from 4.8%	9.5%	8.2%
Older than usual for grade	2.0%	Up from 0.6%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	44.1%	Up from 38.9%	48.4%	51.4%
Continuing contract teachers	97.1%	Up from 88.9%	89.4%	87.5%
Highly qualified teachers**	92.6%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	90.3%	Up from 90.2%	86.0%	86.7%
Teacher attendance rate	95.7%	Up from 95.6%	94.4%	94.9%
Average teacher salary	\$42,771	Up 3.3%	\$40,208	\$40,760
Prof. development days/teacher	6.5 days	No change	12.5 days	12.4 days

School				
Principal's years at school	3.0	No change	3.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 18.8 to 1	18.9 to 1	18.9 to 1
Prime instructional time	89.9%	Up from 89.0%	89.3%	90.0%
Dollars spent per pupil*	\$6,105	Up 11.2%	\$5,738	\$6,044
Percent of expenditures for teacher salaries*	69.0%	Down from 69.1%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	89.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.4%	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Byrd Elementary is a Title I school that gains additional support from the PTO, School Improvement Council, Title I committees and community partners. The school continue to focus on academic excellence and accountability. The Aiken Partners for Public Education Foundation grant of \$5000 was awarded to the school. The grant helped to purchase "sound field systems" for use within the classrooms. The school's self-study concluded that those select classrooms in kindergarten, first and second grades receiving oral instructions, through the use of the sound field systems, indicated improved listening skills of students resulting from pre and post assessments. The paraprofessional staff, teachers and administration continued to implement the "Great Leaps" reading program as a result of continued support from the foundation. Thus, students improved their reading fluency levels. The "Chick-Fil-A" Core Essentials Character Education program/partnership continued to provide rewards and recognition for our students exhibiting good character traits throughout the year.

We were thankful to the many parents and students who came out to support the PTO "Family Fun Night" activities of math bingo, book fairs, reading extravaganza, as well as "Doughnuts for Dads," "Muffin for Moms" and the school carnival activities. The visiting authors for the year were JoAnn and Gerald Stoker. They delighted the younger students and faculty with pictures and stories of flowers. Mr. Eugene Washington, artist in resident, returned to do an excellent job in teaching writing and presentation to all 5th graders. The Augusta Guild Symphony strings performed for our students and the chorus sang throughout the year under the direction of our music teacher, Mrs. Connie Mitchum. Thanks to our Teacher of the Year, art teacher, Mrs. Beth Teeters and the third grade student winners for the honors and awards from the Cray-Pas National Art Contest, the school received \$1000 in art supplies. Several students were also winners in the Savannah River Site Safety Art Contest.

Ms. Paige Leopard, first grade teacher, obtained her Masters Degree in Education in Divergent Learning. Mrs. Ginny Busbee, third grade teacher, continued to provide professional development by teaching technology workshops at our school to teachers. The faculty received a \$1000 certificate as a result of having the highest attendance at the Scott Foresman reading adoption workshop. Mrs. Gigi Talbert, second grade teacher, continued to beautify our campus by planting flowers that our students learn to nurture. A high school student earned his Eagle Scout badge by completing his community service building and planting additional flower beds for the school. Mrs. Linda Redd, guidance counselor, conducted volunteer orientation to assist in the training and recognition of parent volunteers. We continue to encourage our school community and stakeholders to assist in the educational process of our students.

Rosie M. Berry, Principal and Mrs. Tiffany Coleman, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	63	44
Percent satisfied with learning environment	100.0%	82.3%	88.4%
Percent satisfied with social and physical environment	94.4%	85.7%	81.0%
Percent satisfied with home-school relations	80.6%	87.1%	74.4%

*Only students at the highest elementary school grade level at this school and their parents were included.